

Culture , communication and language – connections in Malaga February 2023

As the culmination of a project dating back to the creation of the ELAPSE resources (see below) ALL and LfEE complete their residential sessions – Exploring CLIL – in 2023.

This report is from the session held in Malaga in February half-term and including ALL members from Primary and Secondary sectors, from England, Wales and Northern Ireland , and at different points in their career. I was lucky to join them on behalf of the Association.

Steven Fawkes



The group of 14 spent a week in the stimulating environment of Malaga, birthplace of Picasso, and of each other's company! Each day was organised into networking and sharing opportunities, cultural and local research, introductory talks on CLIL, and different aspects of CLIL approaches , creative activities and planning. The ALL members made great connections with each other, and with a conference of French Primary teachers in Malaga at the same time, and also making use of the facilities at the EOI (Escuela Oficial de Idiomas).

Indeed connection was the theme of the week:

Connecting Language with art – Picasso, street art, museums

Connecting Language with the senses – the market, tapas culture, Spanish recipes

Connecting Language with well-being - warm-ups through games and music

The group used Google Classroom to access information, share ideas, and generate personal reflections on the learning and experiences. Here are a few notes from my reflections:

Importance of games in creating a positive mindset for language work:

- Teacher models the games
- Learners listen to each other
- Collaboration is prioritised

Role of authentic materials is emphasised in a CLIL context , because of the Cultural aspect; this requires focus too on Cognition to make the materials accessible.

Beyond this we considered the impact of the senses in engaging learners with linguistic and cultural exploration (as well as in other areas of the curriculum), considering the importance of music, video and photographs - beyond the requirements of the examination – to attach meaning and emotion

to activities. (Members of the group included Music teachers who added greatly to our thinking here.)

We explored notions of learner autonomy and motivation – teachers developing life skills as well as supporting the acquisition of language knowledge – and the importance of knowing what we want our learners to take away from their time learning a language.

Our questions and discussion around integrating CLIL approaches included:

- How much target language?
- Selecting language at an appropriate level – creating a script.
- High expectations.
- Knowing the content and how it sits in the curriculum, and the specific pedagogy / terminology of other subjects is a big ask.
- Talking to colleagues about sharing knowledge.
- Teachers need for time to exchange thoughts on content / methodology / language and find synergies. (eg teaching a lesson about Monet in French, or Beethoven in German, or Ronaldo in Portuguese ...)

We had opportunities to make these conversations international when we met up with the French conference, and when we met local teachers for a workshop in schools.

We were fortunate to have a presentation from Jesus Chico from the Consejería de Desarrollo Educativo y Formación Profesional, of the Junta da Andalusia .

(centre in the photo between Richard Tallaron from LfEE and myself.)

He described the Andalusian bilingual policy. Some points I noted:

Bilingual approaches are enshrined in law (Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía).

They begin from age 3 and go on into vocational training courses

Around 45% of schools in Andalusia have bilingual teaching in a number of subject areas

The Junta has a Language Assistant programme and welcomes English speakers especially, after the second year of their degree course.



Teachers of Spanish will be interested to read that he warmly invites schools in the UK wishing to have a partner school in Spain to make a request. If you wish to do so, please write to info@ALL-Languages.org.uk with title 'fao Steven Fawkes'.

Connecting with colleagues: networking and exchange

Connecting across borders – meeting teachers from around the UK, from France and Spain, attending workshops in schools

The week flew by and the flow of ideas and challenges required considerable energy. What a way to spend a half-term week!

The group now hopes to keep in touch through the Google classroom, via Zoom and through personal contacts, and we will update you on progress on this webpage. Best wishes for the final ALL / LfEE group- setting off for Malaga also – in July !